

Survey Methodology

Overview

IPEDS defines a postsecondary institution as an organization that is open to the public and has a primary mission of providing education and/or training beyond the high school level. The primary focus of the IPEDS Fall 2000 data collection was to collect data from the Title IV postsecondary institutions. These institutions have Program Participation Agreements (PPAs) with the Office of Postsecondary Education (OPE) within the U.S. Department of Education and thus are eligible to participate in Title IV financial aid programs. There are 6,716 Title IV postsecondary institutions and offices located in the 50 states, District of Columbia, and outlying areas of the United States, such as Puerto Rico, that were active in the 2000–01 academic year. This count includes 80 administrative units that responded to the Institutional Characteristics survey. Additionally, data were requested on a voluntary basis from the 2,727 non-Title IV postsecondary institutions listed in the IPEDS universe.

The Fall 2000 data collection was entirely web-based, replacing the paper survey forms that have been used in past years. Institutions in the universe were asked to enter their survey responses using the IPEDS data collection web site. This data collection had two components: Institutional Characteristics and Completions.

Terminology Used in the IPEDS Web Collection

IPEDS has developed new terminology for the web-based data collection system. Please refer to the definitions for various terms that are provided at the end of this document.

Universe, Institutions Surveyed, and Response Rates

The Fall 2000 IPEDS data were collected between September 1 and November 16, 2000. During the survey, 93 institutions (and offices) included in prior IPEDS data collections were declared to be outside the scope of IPEDS. This happened because either (1) they were duplicates of other institutions on the file; (2) they closed or were merged with another institution, and thus were no longer a legitimate institution or branch; (3) they no longer offered postsecondary programs; or (4) they did not conform to the IPEDS definition of an institution or branch. In addition, 164 institutions were added to the universe. These schools were identified from several sources, including a universe review by state coordinators, a review of the data file maintained by the Office of Postsecondary Education (OPE), and information provided by the institutions themselves.

There were 6,716 Title IV postsecondary institutions and offices located in the 50 states, District of Columbia, and outlying areas of the United States that were active in the 2000–01 academic year. This set of institutions was validated by matching the IPEDS universe file with OPE's Postsecondary Education Participation System (PEPS) file. Since most of the studies that use IPEDS data concentrate on the Title IV institutions, this group is the main focus of IPEDS. Also, according to Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325), IPEDS is mandatory for any institutions that participate in or are applicants for participation in any

Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)). Non-Title IV institutions are not required to respond, but are encouraged to provide data that are applicable to them, in order to make effective use of data from peer institutions.

The IPEDS database includes 2,727 institutions that do not participate in Title IV financial aid programs. These institutions are invited to participate in the IPEDS program and if they voluntarily respond to the surveys, the institutions are included in College Opportunities on-Line. IPEDS COOL is a website developed to help parents and students make informed decisions about postsecondary education. Many non-Title IV institutions have not yet been identified by IPEDS, thus NCES is undertaking a study to determine an estimate of the size of the universe of non-Title IV postsecondary institutions. This study will consist of an area search and data collection efforts to obtain a minimal set of data items for these institutions.

Because the Title IV institutions are the primary focus of IPEDS and they are required to respond, response rates for Title IV institutions in the Fall 2000 IPEDS collection were quite high even though this was the first year the survey was entirely web-based. Table M1 provides the number of Title IV institutions and the survey response rates by geographic area, degree-granting status, level, and control of institution. The overall data collection response rate was based on the combined response to the Institutional Characteristics component and the Completions component. An institution was counted as a respondent if it responded to either of these components. The overall fall data collection response rate among Title IV institutions was 95.5 percent, while the response rate for the Completions component was 92.3 percent. In both cases, less than 2-year institutions had lower response rates than other institutions. Public institutions had the highest response rates for the overall fall data collection, while private for-profit institutions had the lowest response rates. Overall, about 99 percent of degree-granting and 90 percent of non-degree-granting institutions that are Title IV responded.

Degree-granting and non-degree-granting institutions also are important analysis domains. Degree-granting institutions are those that offer either an associate's, bachelor's, master's, doctor's, or first-professional degree. Institutions offering only postbaccalaureate, post-master's, or first-professional certificates, and institutions offering only certificates or diplomas of 4 years or less are included in the non-degree-granting group. Degree-granting institutions generally have higher response rates than non-degree-granting institutions. Because the number of degrees granted by institutions covers the 1999–2000 academic year, and the Institutional Characteristics data indicate an institution's 2000–01 control and levels of awards, there are a few institutions that are no longer degree-granting (for 2000–01) but that reported conferring degrees during the reporting period.

Survey Procedures

The IPEDS Fall 2000 data collection was the first full-scale web-based IPEDS data collection. Each institution appointed a keyholder, who was the person responsible for ensuring that the survey data submitted by the institution were correct. The keyholder could generate UserIDs and passwords for up to six additional survey respondents who could also enter or review data. For many institutions, keyholders were also required to edit and “lock” the data; locking substitutes

Table M1.—Number of Title IV postsecondary institutions responding to the IPEDS Fall 2000 web-based data collection, by geographic area, degree-granting status, level and control of institution

Degree-granting status, geographic area, level and control of institution	Overall fall data collection			Completions component		
	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)
All institutions	6,716	6,412	95.5	6,636	6,124	92.3
Public	2,187	2,159	98.7	2,117	2,054	97.0
Private not-for-profit	2,001	1,938	96.9	1,996	1,887	94.5
Private for-profit	2,528	2,315	91.6	2,523	2,183	86.5
4 years	2,590	2,556	98.7	2,543	2,462	96.8
Public	682	682	100.0	642	639	99.5
Private not-for-profit	1,618	1,589	98.2	1,613	1,555	96.4
Private for-profit	290	285	98.3	288	268	93.1
2 years	2,358	2,285	96.9	2,328	2,195	94.3
Public	1,242	1,232	99.2	1,212	1,187	97.9
Private not-for-profit	290	270	93.1	290	256	88.3
Private for-profit	826	783	94.8	826	752	91.0
Less than 2 years	1,768	1,571	88.9	1,765	1,467	83.1
Public	263	245	93.2	263	228	86.7
Private not-for-profit	93	79	84.9	93	76	81.7
Private for-profit	1,412	1,247	88.3	1,409	1,163	82.5
50 states and DC	6,557	6,269	95.6	6,479	5,991	92.5
Outlying areas	159	143	89.9	157	133	84.7
Degree-granting	4,341	4,286	98.6	4,265	4,124	96.7
4 years	2,550	2,521	98.9	2,504	2,433	97.2
Public	677	677	100.0	638	635	99.5
Private not-for-profit	1,591	1,567	98.5	1,586	1,537	96.9
Private for-profit	282	277	98.2	280	261	93.2
2 years	1,791	1,761	98.3	1,761	1,691	96.0
Public	1,121	1,117	99.6	1,091	1,072	98.3
Private not-for-profit	146	139	95.2	146	131	89.7
Private for-profit	524	505	96.4	524	488	93.1
50 states and DC	4,256	4,199	98.7	4,182	4,046	96.7
Outlying areas	85	83	97.6	83	78	94.0
Non-degree-granting	2,375	2,130	89.7	2,371	2,000	84.4
4 years	40	35	87.5	39	29	74.4
Public	5	5	100.0	4	4	100.0
Private not-for-profit	27	22	81.5	27	18	66.7
Private for-profit	8	8	100.0	8	7	87.5
2 years	567	524	92.4	567	504	88.9
Public	121	115	95.0	121	115	95.0
Private not-for-profit	144	131	91.0	144	125	86.8
Private for-profit	302	278	92.1	302	264	87.4
Less than 2 years	1,768	1,571	88.9	1,765	1,467	83.1
Public	263	245	93.2	263	228	86.7
Private not-for-profit	93	79	84.9	93	76	81.7
Private for-profit	1,412	1,247	88.3	1,409	1,163	82.5
50 states and DC	2,301	2,070	90.0	2,297	1,945	84.7
Outlying areas	74	60	81.1	74	55	74.3

NOTE: For the overall fall data collection response rates, administrative units are included in the counts according to the level of the institution(s) they serve. These units are included because they complete either the Finance or Fall Staff surveys. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000

for mailing the survey data to NCES. Additionally, many states or systems had one or more coordinators whose role was to ensure that all data were entered correctly by each institution under their jurisdiction. In mid-July, letters were sent to CEOs at institutions requesting that they appoint a keyholder for the study. The package included a letter for the keyholder and a registration certificate with the institution's UserID and password for the fall collection. As with previous IPEDS studies, follow-up for nonresponse was conducted. The follow-up activities began on August 25th with a letter to CEOs who had not designated a keyholder. Additional follow-ups were conducted via mail, e-mail, and telephone throughout the collection period with CEOs, coordinators, and keyholders.

The web-based survey instruments offered many features to improve the quality and timeliness of the data. Survey respondents were required to register before entering data to provide a point of contact between NCES/IPEDS and the institution. On-line data entry forms were tailored to each institution based on characteristics such as control (public, private not-for-profit, private for-profit), level of award, and calendar system (standard academic terms vs. enrollment by program/continuous enrollment).

When prior year data were available for an institution, it was preprinted on the customized form in red for easy reference and comparison purposes. Once the 2000 data were entered, either manually or through file upload, the keyholders were required to run edit checks and resolve all errors before locking their data. Once data were locked, they were considered "submitted," regardless of whether or not the coordinator reviewed the submission.

Edit checks were built into the web-based instrument to detect major reporting errors. The system automatically generated totals on the Completions component, and edit checks compared current responses to their previously reported data. The edit checks could be run at any time during the collection, but as a final check, all edits were re-run when the keyholder locked the data. As edit checks were executed, survey respondents were allowed to correct any errors detected by the system. If data were entered correctly but failed the edit checks, the survey respondents were asked to either confirm that the data were correct as entered, or explain why the data appeared to be out of the expected data range. Additionally, for the institution price data, institutions were permitted to change previously reported numbers if the data were entered incorrectly for the previous year(s). Survey respondents were also provided with a caveats box on each survey component and were encouraged to use this area to explain any special circumstances that might not be evident in their reported data.

Coordinators are individuals who take responsibility for a specified group of institutions. Some coordinators may be responsible for a system (e.g., SUNY – State University of New York) of institutions; others may coordinate all institutions in a state (e.g., Virginia). Also, coordinators may elect to provide different levels of review. For example, some may only view the data provided by their institutions, while others may upload data for their institutions, review the data, and also lock the data. Once the data were complete and all locks were set, the help desk staff conducted a final review. If any additional problems were detected, the help desk staff contacted the institutions to resolve any remaining questions. Once problems were resolved, the data were migrated to the Peer Analysis Tool, where they were available to other responding institutions for comparison purposes.

Edit Procedures

Survey responses for the Institutional Characteristics and Completions components were edited for internal and year-to-year consistency. Edits were performed within the system to check the validity of the data as they were entered, either manually or through file import, into the IPEDS web-based data collection system. The file import procedure is available to allow institutions and coordinators to upload data electronically. In addition, the data were manually reviewed for additional errors by coordinators and the help desk staff. When necessary, keyholders were contacted to verify the accuracy of the data.

For the Completions component of the collection, all Classification of Instructional Program (CIP) codes were verified against the 1990 version of the *Classification of Instructional Programs* manual. All award levels were validated against a pre-specified list of acceptable award levels. Award levels also were verified against those indicated on the prior year's Institutional Characteristics survey. CIP codes and award levels were compared to prior year data for consistency. For each award level except first-professional,¹ the gender totals for each two-digit CIP were compared to the information from the prior year. The first-professional categories were compared to the prior year's response at the six-digit CIP level. For large current year and prior year values, the absolute relative percent difference of current year values versus prior year values should not be more than 50 percent. Small values, numbers less than 20 for both years, were not subjected to comparisons. Also, the number of awards for each race/ethnicity and gender combination, within each award level, was compared to results from the prior year. Finally, the number of awards was expected to be less than the total enrollment reported on the 1999 Fall Enrollment Survey, by level of enrollment (undergraduate, graduate, and first-professional) and by gender.

Edits were also applied to the Institutional Characteristics component of the collection. For example, the types of educational offerings were checked to determine whether the institution qualified as primarily postsecondary and thus should be considered in-scope for IPEDS. All levels of offering and levels of awards, admission requirements, application fees, tuition and fees, and room and board charges were compared to the prior year data for consistency. Large changes in the student charges section were flagged for follow-up; for example, the absolute relative percent difference of current year versus prior year data should not exceed 50 percent for application fees, 30 percent for tuition and fees, or 40 percent for room and board charges.

Imputation Procedures

For the Institutional Characteristics survey, IPEDS identified a number of data items as key variables including: state (location), control and level of institution; calendar system, and types of programs offered. Institutions were unable to “lock” or submit their data electronically without these data items. Once the institutions have provided these data items, the responses are maintained on file and are “pre-printed” on the next year's data collection instrument. NCES did

¹ First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., D.P., or Pod.D.); Theology (M.Div., M.H.L., B.D., or Ordination); or Veterinary medicine (D.V.M.).

not impute data for these key variables because the response rates among all institutions exceeded 95 percent.

Only the Completions data were subject to imputation for nonresponse – both total (institutional) nonresponse and partial (item) nonresponse. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- Institutions must participate in Title IV programs;
- Institutions must be currently active² in IPEDS or, if the institution closed during the processing year, it must have awarded degrees during the prior year;
- The institution is not an administrative unit;
- The institution is not a child institution (a child institution's data are reported with data from another institution, referred to as the parent);
- The institution is not new to the IPEDS universe;
- The institution is open to the public;
- The institution is primarily postsecondary.

Note: if a nonresponding institution reported with another institution in the previous reporting year, then the parent institution (the institution that reported the data) was contacted to see if it reported for the nonresponding institution in the current year. If so, the nonresponding institution was reclassified as a child, since its data were reported with another institution. If the parent did not report for the nonresponding institution (child) this year, the nonresponding institution was imputed, based on the difference between the combined report made by the parent institution last year and the individual report filed for the current year.

Thirty-three imputation groups, consisting of 6,418 institutions,³ were formed primarily based on institutional sector and highest level of offering. Then, the following three imputation procedures were applied to imputees, the nonrespondents for which missing data were imputed, in the order given:

Carry Forward

- For award levels with Completions data reported for the 1998-1999 academic year, the reported 1998-1999 data, including race/ethnicity and CIP, were carried forward to the current year. The number of awards was then multiplied by the ratio of current year mean completions to the previous year mean completions within the imputation group to adjust for year-to-year change.
- For award levels without Completions data reported for 1998-1999, but with reported gender totals in the 1997-1998 Completions file, the 1997-1998 Completions data were carried

² Institutions that do not respond are verified as currently active (open for business) prior to imputation through telephone calls and/or email. The set of institutions considered to be currently active does not include institutions that are new to IPEDS because these institutions were not required to provide data on degrees/awards from the prior academic year.

³ Institutions were not included in an imputation group if they, for example, participated in combined reporting with another institution. Within IPEDS, the institution reporting the combined data is called the "parent" institution, while those institutions for which the parent reports data are designated as "child" institutions.

forward to the current year. The number of awards was adjusted for the mean year-to-year change within imputation groups.

Nearest Neighbor

- For award levels without reported 1998-1999 Completions data and without reported 1997-1998 Completions gender totals, but with 1999 Fall Enrollment data, a nearest neighbor in the same imputation group as the imputee was found. At each level of study (undergraduate, graduate, first-professional), the nearest neighbor is the responding institution with the 1999 Fall Enrollment count at that level of study nearest to the imputee's 1999 Fall Enrollment count, at that same level of study. The donor's values were used as the imputed values. The imputed values were then multiplied by the ratio of the imputee's 1999 enrollment count to the donor's 1999 enrollment count to adjust for the difference between the two institutions.
- For award levels without reported 1998-1999 Completions data, without reported 1997-1998 Completions gender totals, and without 1999 Fall Enrollment data, but with 1998 Fall Enrollment data, the same Nearest Neighbor method as outlined above was applied, using 1998 enrollment data instead of 1999.

Group Median

- For institutions with no Fall Enrollment data and no reported Completions data for the prior two years, the award levels to be imputed were based on the levels of offering reported in the 1999–2000 Institutional Characteristics file. Within the same imputation group as the imputee, if there were at least three responding institutions offering all the award levels offered by the imputee, then the median values of these institutions were used as the imputed values. Otherwise, the award level was imputed by the median values of all responding institutions in the imputation group.

Table M2 provides the numbers and percents of awards imputed for each award level by gender. A higher percentage of values was imputed for private for-profit institutions. Also, there were fewer awards imputed at the bachelor's degree level and above. The highest proportion of imputed values (19.5 percent) occurred for awards of at least 2 but less than 4 years at private for-profit institutions.

Table M2.—Number and percent of awards imputed for all postsecondary institutions, by control of institution, level of award, and gender: 50 states, District of Columbia, and the outlying areas, academic year 1999–2000

Level of award and gender	Total			Public			Private not-for-profit			Private for-profit		
	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent
Less than 1 year	287,569	20,997	7.3	145,395	4,553	3.1	15,845	539	3.4	126,329	15,905	12.6
Men	119,448	6,818	5.7	68,139	1,539	2.3	7,247	115	1.6	44,062	5,164	11.7
Women	168,121	14,179	8.4	77,256	3,014	3.9	8,598	424	4.9	82,267	10,741	13.1
At least 1 but less than 2 years	271,475	22,429	8.3	140,061	7,833	5.6	15,072	1,591	10.6	116,342	13,005	11.2
Men	105,415	7,621	7.2	57,653	3,194	5.5	6,197	309	5.0	41,565	4,118	9.9
Women	166,060	14,808	8.9	82,408	4,639	5.6	8,875	1,282	14.4	74,777	8,887	11.9
Associate's degrees	576,578	9,952	1.7	453,191	6,266	1.4	51,056	1,131	2.2	72,331	2,555	3.5
Men	230,168	4,425	1.9	172,103	2,698	1.6	20,347	334	1.6	37,718	1,393	3.7
Women	346,410	5,527	1.6	281,088	3,568	1.3	30,709	797	2.6	34,613	1,162	3.4
At least 2 but less than 4 years	28,151	2,599	9.2	11,785	180	1.5	5,572	316	5.7	10,794	2,103	19.5
Men	13,748	1,324	9.6	7,401	132	1.8	1,737	182	10.5	4,610	1,010	21.9
Women	14,403	1,275	8.9	4,384	48	1.1	3,835	134	3.5	6,184	1,093	17.7
Bachelor's degrees	1,259,199	3,743	0.3	818,974	717	0.1	419,902	2,816	0.7	20,323	210	1.0
Men	538,774	1,565	0.3	353,220	222	0.1	174,455	1,230	0.7	11,099	113	1.0
Women	720,425	2,178	0.3	465,754	495	0.1	245,447	1,586	0.6	9,224	97	1.1
Postbaccalaureate certificates	14,358	100	0.7	3,859	0	0.0	9,196	70	0.8	1,303	30	2.3
Men	5,117	27	0.5	1,236	0	0.0	3,466	18	0.5	415	9	2.2
Women	9,241	73	0.8	2,623	0	0.0	5,730	52	0.9	888	21	2.4
Master's degrees	461,418	2,873	0.6	244,002	801	0.3	206,213	1,850	0.9	11,203	222	2.0
Men	193,511	1,197	0.6	99,522	243	0.2	88,423	867	1.0	5,566	87	1.6
Women	267,907	1,676	0.6	144,480	558	0.4	117,790	983	0.8	5,637	135	2.4
Post-master's certificates	9,030	47	0.5	5,281	36	0.7	3,669	11	0.3	80	0	0.0
Men	2,970	13	0.4	1,595	9	0.6	1,354	4	0.3	21	0	0.0
Women	6,060	34	0.6	3,686	27	0.7	2,315	7	0.3	59	0	0.0
Doctor's degrees	45,245	226	0.5	28,468	0	0.0	16,071	202	1.3	706	24	3.4
Men	25,256	134	0.5	16,125	0	0.0	8,830	125	1.4	301	9	3.0
Women	19,989	92	0.5	12,343	0	0.0	7,241	77	1.1	405	15	3.7
First-professional degrees ¹	81,014	1,005	1.2	32,508	0	0.0	47,875	1,005	2.1	631	0	0.0
Men	44,817	665	1.5	17,058	0	0.0	27,416	665	2.4	343	0	0.0
Women	36,197	340	0.9	15,450	0	0.0	20,459	340	1.7	288	0	0.0
First-professional certificates	845	0	0.0	461	0	0.0	384	0	0.0	0	0	0.0
Men	490	0	0.0	276	0	0.0	214	0	0.0	0	0	0.0
Women	355	0	0.0	185	0	0.0	170	0	0.0	0	0	0.0

¹First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., D.P., or Pod.D.); Theology (M.Div., M.H.L., B.D. or Ordination); or Veterinary medicine (D.V.M.).

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000.

Glossary of IPEDS Terms

Affiliation: Refers to control of institution, primarily with respect to the private not-for-profit institutions that are supported by religious organizations.

Child institution: An institution that has its data reported by another institution, known as the parent institution.

CIP: Classification of Instructional Programs. An NCES publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

Control of institution: A classification of institutions based on primary source of financial support; i.e., public, private not-for-profit, or private for-profit.

Coordinator: The person who ensures that all data have been entered correctly by each institution under their jurisdiction. Coordinators can be designated for any group of institutions.

Degree-granting institution: An institution offering either an associate's, bachelor's, master's, doctor's, or first-professional degree.

Donor: A responding institution whose values are assigned to the imputee.

First-professional degree: An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

First-professional degrees may be awarded in the following 10 fields:

Chiropractic (D.C. or D.C.M.)	Osteopathic Medicine (D.O.)
Dentistry (D.D.S. or D.M.D.)	Pharmacy (Pharm.D.)
Law (L.L.B. or J.D.)	Podiatry (D.P.M., D.P., or Pod.D.)
Medicine (M.D.)	Theology (M.Div., M.H.L., B.D., or Ordination)
Optometry (O.D.)	Veterinary Medicine (D.V.M.)

Imputee: A nonresponding institution that has its values imputed.

Keyholder: The person (at the institution, the system office, or the state) responsible for data submission using the web-based system.

Level of institution: A means to classify institutions based on the level/length of programs offered: 4 years or higher (bachelor's degrees or higher), at least 2 but less than 4 years duration, or less than 2 years duration.

Migration: The act of placing completed data in the Peer Analysis System or IPEDS College Opportunities on-Line so that they are available to institutions for analysis and to the public.

Non-degree-granting institution: An institution offering only postbaccalaureate, post-master's, or first-professional certificates, or certificates or diplomas of 4 years or less.

OPE: Office of Postsecondary Education

Parent institution: An institution that reports data for another institution, known as the child institution.

PEPS: Postsecondary Education Participation System (used by OPE for Title IV federal student financial aid programs)

Postsecondary institution: An institution that has as its sole purpose, or one of its primary missions, the provision of postsecondary education. Postsecondary education is the provision of a formal instructional program whose curriculum is designed primarily for students beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs. For IPEDS, these institutions must be open to the public.

PPA: Program Participation Agreement (used by OPE for Title IV federal student financial aid programs)

Sector: One of nine institutional categories resulting from dividing the universe according to control and level. Control categories are public, private not-for-profit, and private for-profit. Level categories are 4-year and higher (4 year), 2- but less than 4-year (2 year), and less than 2-year. For example: sector 1 = public, 4-year institutions; sector 2 = private not-for-profit 4-year institutions.

Title IV institutions: Institutions that have Program Participation Agreements (PPAs) with the Office of Postsecondary Education (OPE) within the U.S. Department of Education and thus are eligible to participate in Title IV financial aid programs.

UserID: An identification code assigned to each institutional respondent that allows access to the web-based data collection system.